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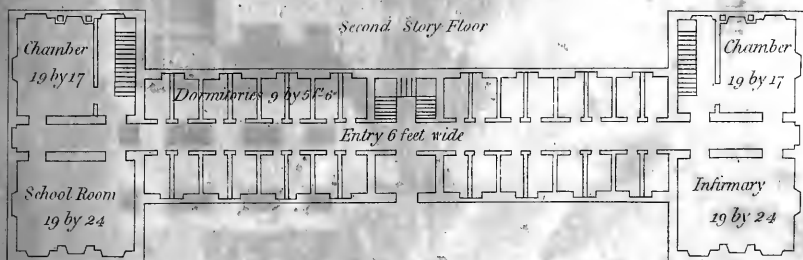
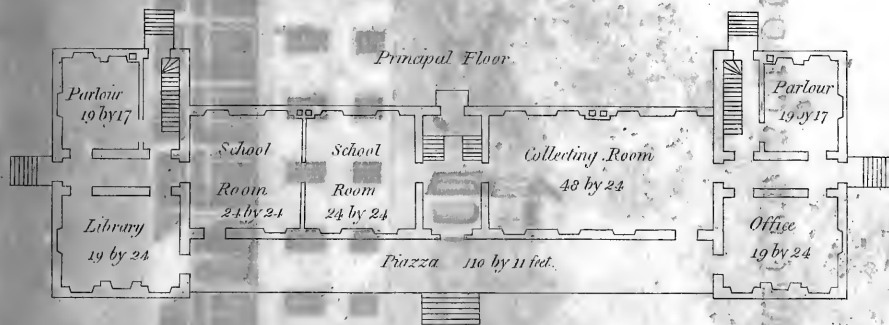
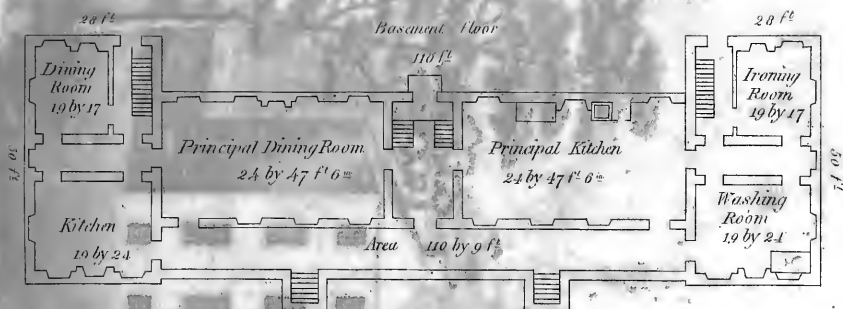




ELAVERTFORD SCHOOL



Drawn and Engraved by Isaac Alanson.



Haverford

AN

ACCOUNT

OF

HAVERFORD SCHOOL,

FROM ITS INSTITUTION TO THE CLOSE OF THE WINTER SESSION—FOURTH
MONTH, 1835:

WITH THE

CONSTITUTION AND BY-LAWS

OF THE

ASSOCIATION, &c.

PUBLISHED BY DIRECTION OF THE BOARD OF MANAGERS.

Philadelphia :
WILLIAM BROWN, PRINTER.

1835.

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AN
ACCOUNT
OF
HAVERFORD SCHOOL,
DELAWARE COUNTY, PENNSYLVANIA.

During the week of the Yearly Meeting held in Philadelphia in the 4th month, 1830, a number of Friends, who had for a long time felt the disadvantages under which the youth of our society labour in obtaining a liberal education, met to deliberate on the best means of removing them. It was then agreed to attempt the establishment of a school, under the care and management of Friends, for instruction in the higher branches of learning.

A meeting of Friends was also convened at Henry street meeting house, New York, the 24th of the fifth month, 1830, to take the same subject into consideration, at which the following minute was adopted:

“The important object on account of which Friends have met, engaged the serious deliberation of the meeting, which led them to impart their views and feel-

ings thereon ; and it was the united sense of the meeting, that in order to preserve our youth from the contaminating influence of the world, its spirit and maxims, whilst receiving their education, and to keep this interesting class of the society, its hope and promise, attached to the principles and testimonies of Friends, a school be established in some central position, and to an extent adequate to the wants of Friends on this continent, in which a course of instruction may be given, as extensive and complete as in any literary institution in the country ; plainness and simplicity of dress and deportment be strictly maintained and enforced, and the minds of the pupils be at the same time imbued with the principles of the Christian religion as always maintained by the society of Friends : that they may be thus prepared, under the Divine blessing, to become religious men and useful citizens. It appeared to be the opinion of the meeting, that such an institution would be the most useful under the supervision and management of the contributors. These preliminary views being taken on the subject, it was concluded to appoint a committee to meet and correspond with Friends of other parts of the United States, and to call a meeting in this city to report the result of their proceedings thereon when they may deem it expedient ; and to this service the following Friends were appointed :—John Griscom, Thomas Cock, Samuel Parsons, Richard Mott, John Wood, Gould Brown, William F. Mott, Mahlon Day, William Birdsall, Humphrey Howland, and Asa B. Smith.”

In pursuance of a notice given through the medium of the “Friend,” a meeting was held in Philadelphia,

the 18th of sixth month, 1830, at which the following minute was adopted :

“The meeting being informed that a considerable number of Friends had met in New York during the week of their late Yearly Meeting, to consider the propriety of establishing a central school, and that there appeared to be a unanimous sentiment in favour of attempting such an establishment, and that a committee was appointed to confer with Friends of other parts of the United States, it was, on consideration, concluded, to appoint the following Friends to confer with them, and when prepared to submit the result of their deliberations, to call a meeting, through the medium of the “Friend,” to receive their report, *viz.*—Thos. Evans, Daniel B. Smith, Edward Bettle, Thomas Kimber, Isaac Collins, George Stewardson, Samuel R. Gummere, Isaiah Hacker, Uriah Hunt, Henry Cope, Wm. Hodgson, Jr. and John Gummere.”

At a meeting held the 7th of seventh month, 1830, in Philadelphia, the committee appointed on the 18th of the preceding month, to unite with New York Friends in the consideration and arrangement of a plan, submitted the following outline, which was adopted :

“The members of the Society of Friends having hitherto laboured under very great disadvantages in obtaining for their children a guarded education in the higher branches of learning, combining the requisite literary instruction with a religious care over the morals and manners of the scholars, enforcing plainness and

simplicity of dress and deportment, training up the children in a knowledge of the testimonies of our religious society, and carefully preserving them from the influence of corrupt principles and evil communications, *It is therefore proposed*, That an institution be established in which the children of Friends shall receive a liberal education in ancient and modern literature, and the mathematical and other sciences, under the care of competent instructors of our own society, so as not to endanger their religious principles, or alienate them from their early attachments; on the following fundamental principles :

“The contributors shall all be members of the religious society of Friends, and certificates of stock shall be transferable to members of that society only.

“No person shall be entitled to attend the meetings of the contributors, to vote by proxy, or otherwise to partake in the management or direction of the institution, unless he be at the time a member of the religious society of Friends.”

The meeting was also informed, by a communication from Samuel Parsons, that the above plan had received the approbation of a meeting of Friends in New York. The committee was continued, to act in conjunction with the committee of New York Friends, in taking measures for procuring the contributions and support of our members throughout the different Yearly Meetings, and to call a meeting of the contributors when they should deem it advisable.

The following circular was issued by the joint committee.

“To—————

“A number of Friends in different parts of the United States, and especially within the limits of New York and Philadelphia Yearly Meetings, having deeply felt the disadvantages under which the members of our religious society labour, in obtaining for their children a guarded education in the higher branches of learning, have associated for the purpose of establishing a Friends’ School. They believe it to be of very great importance that the literary instruction which shall fit our children for general usefulness in life, should be combined with a religious care over their morals and manners, and that they should be made acquainted with the great doctrines of the Christian Religion, and be brought up in observance of the testimonies of our religious society.

“They therefore propose to establish an institution of this character, in which the children of Friends shall receive a liberal education under the care of competent instructors of our own society, as far as practicable. It is proposed that the full course of study in this institution shall occupy a period of not less than four years, and shall include English literature, mathematics, natural history, natural, intellectual, and moral philosophy, the ancient languages, and ancient literature; opportunities for instruction in the principal modern languages are also to be afforded. This course of instruction is to be conducted by a principal, and a sufficient number of teachers, under the superintendence of a board of managers, of whom not more than two-thirds are to be members of the Yearly Meeting of Philadelphia.

“The scholars, previously to admission, are to undergo an examination as to their proficiency in the requisite

preparatory studies. They may be admitted for any period not less than one year. The domestic economy of the house is to be under the management of a steward and matron. The scholars are all to be Friends, or the children of Friends. In order to carry this plan into effect, it is proposed to raise a stock of \$40,000, in shares of \$100 each, which the contributors are to be at liberty to increase, if it be found expedient. It is proposed, that a person holding one share, and less than three shares, shall be entitled to one vote at the meetings of the contributors; a person holding three shares, and less than five shares, to two votes; five shares, and less than ten shares, to three votes; ten shares, and less than twenty shares, to four votes; and twenty shares and upwards, to five votes. The stock is to be transferable only to members of the religious society of Friends. And it is to be considered as a fundamental article of the association, that no person who is not a member of the Society of Friends, shall be entitled to a vote, or to any share in the management of the institution. The nett profits of the institution, not exceeding five per cent., are to be divided among the stockholders, and the surplus to be appropriated to the use of the school. It is proposed to call it "*Friends' Central School*," and to locate it within a convenient distance of Philadelphia. The expense of boarding and education, it is thought, will be about \$200 per annum.

"Although it is evident, that in order to raise so large a sum, a strong and united effort must be made by Friends favourable to education throughout the society, we do not doubt of accomplishing a good of so great a magnitude. We believe, that if the present favourable opportunity be allowed to pass unimproved, many

years will elapse before another effort can be successfully made for the purpose.

“We therefore solicit thy co-operation in promoting these views, by thy own personal subscription, and thy influence among thy friends and acquaintance.

SAMUEL PARSONS, Flushing, L. I.

HUMPHREY HOWLAND, Aurora, N. Y.

WILLIAM F. MOTT, New York.

THOMAS COCK, do.

JOHN GRISCOM, do.

GOULD BROWN, do.

WILLIAM BIRDSALL, do.

HENRY COPE, Philadelphia.

THOMAS EVANS, do.

THOMAS KIMBER, do.

EDWARD BETTLE, do.

ISAAC COLLINS, do.

DANIEL B. SMITH, do.

Tenth Month, 1830.”

B

We have carefully read the annexed circular, and approve of the plan of a school for instructing the children of Friends in the higher branches of learning, therein proposed. We believe that such an institution, if properly conducted, will be of eminent service to the rising generation, and to the society of Friends at large; and that it is highly deserving the favour and support of Friends.

RICHARD MOTT,
SAMUEL WOOD,
WILLIAM WARING,
JOHN R. WILLIS,
JOHN COX,
ELLIS YARNALL,
SAMUEL BETTLE,
RICHARD HARTSHORNE,
TIMOTHY PAXSON,
GERARD T. HOPKINS,

HUGH BALDERSTON,
NICHOLAS POPPLEIN,
WM. W. HANDY,
JOSEPH KING, Jr.
NATHAN HUNT,
JEREMIAH HUBBARD,
JONATHAN TAYLOR,
BENJAMIN W. LADD,
ELISHA BATES.

On the 18th of the eleventh month, 1830, the first meeting of the contributors was held. A report from the committee appointed in the sixth month was read, from which it appeared that more than the sum of \$40,000, the proposed capital of the institution, had been subscribed; and they recommending the capital to be increased to \$60,000, it was unanimously agreed to adopt the proposition, and a committee was appointed to solicit additional subscriptions.

At a meeting of the contributors, held 9th of twelfth month, 1830, it was concluded to apply to the Legislature of Pennsylvania for an act of incorporation; and

at a meeting held the 30th of the same month, the following were appointed officers of the institution.

Secretary—Henry Cope.

Treasurer—Benjamin H. Warder.

Managers—Samuel Bettle, Thos. P. Cope, Thomas C. James, John Paul, Isaac Davis, Abm. L. Pennock, John G. Hoskins, Thos. Evans, Daniel B. Smith, Thos. Kimber, Charles Yarnall, George Stewardson, Isaac Collins, Samuel B. Morris, Bartholomew Wistar, John Gummere, Thos. Cock, Samuel Parsons, Lindley Murray, Samuel F. Mott, John Griscom, Gerard T. Hopkins, Jos. King, Jr., and Benjamin W. Ladd.

At this meeting, the managers were authorized to select a site, and purchase the ground for the school, and to contract for and superintend the erection of the necessary buildings.

The first report of the managers was made to a meeting of the contributors, held the 19th of twelfth month, 1831. The following are extracts from that report :

“Immediately after their appointment, a committee was charged with the care of procuring a suitable farm for locating the school. This committee diligently attended to their duty, and examined every place offered for sale, within ten miles of the city, that was at all likely to answer the purpose. The difficulties in the way of our being suited, were however great, and seemed, for many months insuperable. We wished to procure a farm in a neighbourhood of unquestionable salubrity—within a short distance of a Friends’ meeting—of easy access from this city at all seasons of the year, at the same time that it furnished facilities for

bathing, and was recommended by the beauty of the scenery and a retired situation. Many farms, highly eligible in some of these respects, but wanting in others, were presented to our notice from time to time, and claimed the attention of the managers. The only one which united the suffrages of the whole board, is a farm which has recently been offered to us, and which we have since purchased for the sum of \$17,865. It is an oblong tract of $198\frac{1}{2}$ acres, lying on both sides of the Haverford road, near the 10 mile stone, and extending from that road to the Pennsylvania Rail Road, being nearly south of the *eight mile* stone on the Lancaster turnpike. There are about twenty acres of woodland, distributed in small groves, well adapted for ornamental cultivation. The soil is a light sandy loam, easily cultivated, and a part is in very good condition. It is well watered. A narrow strip of land, nearly the whole breadth of the farm, lies on the south-west side of the Haverford road. Mill brook, a branch of Cobb's creek, runs through this part of the tract, being the boundary line along a part of it, and passing through our land the remainder of the distance, in which there is a fall of 7 feet, 9 inches. A small branch of Cobb's creek passes through the eastern section of the land, and is an unfailing stream, with a fall of 13 feet. There is water power on either of these streams, it is thought, sufficient to raise water to the highest spot on the farm. There are, in addition, two fine springs of water. There is, also, a quarry of good building stone. The grounds have a slope to the south and south-east, and leave little to be desired on the score of beautiful scenery or eligibility for building. The Pennsylvania Rail Road passes along the northern boundary of the

place, and cuts off a small portion of it. Haverford meeting is held on an adjoining farm, and is a branch of Philadelphia Quarterly Meeting.

“The numerous advantages of this situation, determined the managers to purchase it, although including a larger quantity of land than was at first contemplated; and under all the circumstances, we believe that we have consulted the true interests of the institution in this measure. The managers have authorized contracts to be made for quarrying stone and cutting timber for the building, which it is intended to commence with the first opening of spring. A plan for the buildings has not yet been decided on. In this as in the literary arrangements of the school, the managers wish to maintain a wise liberality, so as to render the institution really a seat of learning, keeping in view at the same time, the great and fundamental principle of our association—an education in strict conformity with the doctrines and testimonies of our religious society.

“As it is confidently believed that the location and plan of the school will give general satisfaction, the managers entertain the hope that the additional number of subscribers may be obtained so as to raise the stock to the sum of \$60,000, the amount authorized by the association at its last meeting, and which is highly desirable to ensure the prosperity of the school.”

At this meeting, it was unanimously concluded, to continue in office, the secretary, treasurer and managers, until a meeting, to be held in the succeeding fifth month.

To the meeting of the contributors, held in the fifth month, 1832, the managers reported that they had

adopted a plan of the buildings, and made the requisite contracts for erecting the same, which were then in progress. They say, "it has been agreed to erect a stone building, three stories high, 110 feet long, by 28 feet in depth, for the accommodation of the pupils. The kitchen and dining room are in the basement story; a large collecting room and two school rooms are on the ground floor, and the second and third stories are divided into sixty-four chambers, 9 feet by $5\frac{1}{2}$ feet for the accommodation of a single pupil in each. At each end of this building and at right angles to it, is a building 50 feet by 28 feet, for the accommodation of the families of the principal and one of the teachers. The office of the managers and the infirmary will be in one of these wings, and the library and an additional school room in the other. For a more full detail of the arrangements of these buildings, the managers refer to the plans, which are herewith submitted, and which they have had engraved for the information of the contributors."

"The managers have not been inattentive to the duty of providing competent teachers for the institution, although the contemplated arrangements are not sufficiently matured to authorize them to report them to the association. The subject is recommended to the early and earnest attention of their successors."

The next annual report of the managers in the fifth month, 1833, mentions that "the building has been carried up and covered in, nearly according to the plan agreed upon. It is expected the house will be finished in the course of the coming autumn. An orchard of various kinds of apple and peach trees has been planted, and some other trees and bushes have been placed

in suitable situations. An application made to the Legislature of Pennsylvania, at their late session, for a charter, met with a favourable reception, and a law was passed to incorporate the stockholders under the title of 'Haverford School Association.' The managers have not been inattentive to the very important subjects connected with the opening of the School. Committees have been intrusted with the duties of providing furniture, books and apparatus, and of maturing a plan of instruction; in all which, progress has been made, and partial reports have been given in to the board."

The committee appointed in the twelfth month, 1830, reported that an Act of the Legislature of Pennsylvania had been obtained, incorporating the association, which was read and accepted; and the trustees appointed by the managers to receive and hold for the use of the association, the farm in the township of Haverford, whereon the school house is erected, were directed to convey the same to the corporation. The treasurer was likewise directed, to transfer to the said corporation, all monies, stock, and other effects held by him, in trust for the association. And all committees, and others, holding property on behalf of the association, were directed to account therefor to the officers of the corporation.

The association then organized themselves under the act of incorporation, by the appointment of George Stewardson, Secretary, *pro tempore*, and held the first meeting under this act, fifth month, 13th, 1833.

After directing the act of incorporation to be copied at large upon the minutes, and appointing a committee

to prepare rules and by-laws, the association adjourned to the 3d of sixth month.

At the adjourned meeting, held 3d of sixth month, 1833, the report of the committee to prepare rules and by-laws was considered, and the following minute made.

“The Friends Central School Association having been formed by members of the religious society of Friends exclusively, and the association, previously to obtaining the charter under which it now acts, having declared that the following provisions of their constitution should be fundamental and unalterable, (the stock having been subscribed with this understanding and agreement,) they are therefore adopted as the fundamental rules of this corporation.

“**RULE 1.** The members of the association shall all be members of the religious society of Friends.

“**RULE 2.** A person holding one share of stock, and less than three shares, shall be entitled to one vote at the meetings of the association; a person holding three shares, and less than five shares, shall be entitled to two votes; a person holding five shares, and less than ten shares, shall be entitled to three votes; a person holding ten shares, and less than twenty shares, shall be entitled to four votes; and a person holding twenty shares and upwards, shall be entitled to five votes; and the votes of members may be given either in person or by proxy. *Provided always,* That no person holding stock shall be entitled to attend the meetings of the association, to vote by proxy, or otherwise to participate in the management or direction of the institution, unless he or she be at the time a member of the religious society of Friends.

“**RULE 3.** Every student admitted into this institution shall be a member of the religious society of Friends, or the son of a member of that society.

“**RULE 4.** The stock of the association shall be transferred to members of the religious society of Friends only.”

[The act of incorporation and by-laws, adopted at this meeting, are appended to this “Account.”]

At a special meeting of the association, held eleventh month, 29th, 1833, a report from the managers was read, of which the following is an abstract :

“The managers, in the performance of the duties assigned them, have arrived at a period when they think it may be useful to call the attention of its friends to the present condition and prospects of the institution. They have therefore determined to submit to a meeting specially convened for that purpose, a summary of their transactions since the date of the last report, and such an exhibit of its affairs as may enable the association to decide what measures may be necessary to promote the successful prosecution of its objects.

“Of the subjects which have engaged the attention of the board, none appeared to be more important, or to involve a greater responsibility, than the selection of a superintendent and teachers—a duty, difficult under ordinary circumstances, but embarrassed in the present instance, by the obvious advantage of confining our choice to members of our own society.

“The result is known to the association—and while the Managers wish to speak modestly, yet they feel assured that the talent, learning, and weight of charac-

ter which have thus been secured to the institution, may justly claim for it the confidence of Friends, and must greatly contribute to its ultimate success.

“In deciding with the aid of the council of teachers upon a course of studies, the board has been guided by the undoubted truths, that instruction, to be availing, must be thorough—that the knowledge acquired must be made to bear upon the moral and intellectual character of the student—and that the great principles of christianity cannot without imminent hazard be separated from the pursuit of learning. The course which has been agreed upon, if diligently pursued, will, it is believed, enable our pupils advantageously to compare with those of the best seminaries of learning in this country, and fit them to enter into society fortified against its seductions by a just sense of their moral and religious obligations.

“Sensible of the importance of providing the necessary facilities for the prosecution of the studies of the institution, the managers have made as large an appropriation as the state of their finances would permit, for the purchase of a library, and of philosophical apparatus. The former will, in a few weeks, contain about 1,000 volumes, including nearly complete sets of the Latin and Greek classics, and a number of standard works, some of them scarce and of great value, on mathematics and the kindred sciences, philology, mental and moral philosophy, with a small selection of general literature. Our collection of apparatus will shortly comprise the instruments necessary for the purpose of instruction in astronomy and the higher branches of mathematics, natural philosophy, and chemistry; and although still incomplete, will, it is believed, afford

means for the prosecution of these studies, which have not heretofore been accessible to the children of Friends in this country.

“By the kindness of several individuals, a cabinet of specimens in natural history and other objects of curiosity has been formed without expense to the institution, amounting to about 2,000 articles. The assistance of the members and friends of the association in extending this collection is respectfully solicited.

“In furnishing the house, and otherwise providing for the accommodation of the students, the managers have desired on one hand to avoid the cultivation of luxurious or self-indulgent habits inconsistent with our religious profession—and on the other, to make such arrangements as would tend to cherish feelings of self-respect, and promote personal neatness and decorum. The satisfaction which has been expressed by most of those who have visited the school, has encouraged the belief that these arrangements will be found to promote equally the interest of the institution and the comfort of its inmates.

“The school was opened on the 28th of tenth month last, twenty-one students being present, which number has since been increased to twenty-six, with the prospect of early and considerable accessions.

“By the report of the building committee, it appears that the school edifice is nearly complete, although much remains to be done in order to provide the proper out-buildings, and to put the grounds into a suitable condition.

“The dilapidated condition of the farm house, and the necessity of providing a residence for one of the teachers, have induced the managers to commence the

erection of a building which may be appropriated to one of these purposes—it is expected to be covered in during the present season, and completed in the spring.

“From the statement of the treasurer, and of the several committees of the board, it appears that since the commencement of our operations, the actual disbursements amount to \$42,220 69. It also appears, that to discharge existing debts, including the mortgage on the farm, and to complete the establishment, a further expenditure of nearly \$20,000 will be required. The sum total of our resources amounts to \$44,732 77, leaving a deficiency to be provided for of about \$17,500.

“In exhibiting to their constituents this statement of the finances, the managers may be allowed to express the belief that their disbursements will, on careful scrutiny, be found to have been called for by a due regard to the interests of the institution. Avoiding unnecessary expense, they have conceived it to be sound policy to provide such accommodations for the students, and such facilities for the prosecution of their studies as would place this school upon a par with the most thriving seminaries of learning.

“They have thought that the experiment is now to be made, whether Friends would support an institution conducted in accordance with our religious opinions, and offering advantages for instruction in the higher departments of learning, which have long been wanting amongst us. Relying upon that liberal support which has never been withheld when its necessity became apparent, the managers have been persuaded that such an institution would not be suffered to maintain a precarious existence, its usefulness restricted, and its energies depressed under a load of debts.

“To provide for our youth the opportunity of becoming sound scholars, is not now a matter of mere expediency, but of incumbent duty; to provide it under circumstances of seclusion from evil associations must be the wish of every Christian parent; to add to the means of the highest mental culture the advantages of pious example and sound religious instruction, is *really* to secure for our members, that guarded education which has ever been deemed one of the great safeguards of our profession.

“The experiment which is now in progress is one of the deepest interest—let it fail, and the cause of education, which is rapidly advancing in all other portions of the community, will with us retrograde to an extent of which it is painful to think: let it succeed, and its influence will be felt to our remotest bounds, diffusing intelligence, improving our primary schools, and elevating the character of social intercourse. Let it not be thought that the benefits of this institution are to be confined to any class of persons. If it acts at all, it must be upon the great body of our society. It will not only improve, but it will cheapen education: by increasing the number of those who are qualified to engage in the business of instruction, it will render accessible to individuals who are in moderate circumstances, advantages which wealth has hitherto been unable to purchase. If then we would add to the usefulness and the enjoyments of those whom Providence has not blessed with a large share of outward possessions, if we would give to our youth higher motives to action than the accumulation of wealth, and lessen the temptations to which the absence of intellectual pleasures exposes them, let us secure for our society the advantages of an

institution, where knowledge is made to perform its highest office, the promotion of our moral welfare.

A committee was then appointed to solicit further subscriptions to the stock of the institution, and as a temporary measure, the managers were authorized to borrow at interest, such sums of money as might be necessary to pay the current expenses.

At the next meeting of the association, held fifth month, 12th, 1834, the managers produced their annual report, of which the following is an abstract:—

“The association has already been made acquainted with the transactions of the managers during the first half of the current year, by a report from them, submitted to the special meeting held in the eleventh month last.

“Soon after that time, a small accession was made to the number of students in the school, which amounted to thirty for the greater part of the winter session.

“This was perhaps as large a number as ought, under all the circumstances, to have been expected so soon after the opening of the school; and, if any further argument had been wanting to demonstrate the absolute necessity of the establishment of such an institution in the society of Friends, it might have been furnished by the fact, that of that small number, only one half were qualified for admission into any of the regular classes. Five of these were placed in the second junior, and ten in the third junior class. The remaining half of course, belonged to the introductory department. The branches of study which have been pursued

at the school, are reading, writing, arithmetic, algebra, geometry, the Greek and Latin languages, Latin, Greek and English grammar, geography, history, composition, rhetoric, logic, mental and moral philosophy, natural philosophy, chemistry, and the natural history of the earth. Instruction in the last three branches, has, thus far, been imparted altogether by lectures.

“A considerable portion of the first day of the week has been devoted to the study and recitation of scripture lessons, and to reading the works of our ancient Friends; particularly such parts of them as are thought to be best calculated to convey a knowledge of our religious principles, and of the history of our society. Explanatory remarks are intermingled by the superintendent, who is also careful to hold up to the view of the students, the faithfulness of our predecessors in supporting their religion under severe persecution, and to impress upon their minds the importance of a constant and strict regard for the principles and testimonies of Friends. Every morning before breakfast, and every evening before retiring to rest, the students are collected together, and after a time of silence, the superintendent reads to them a portion of the Holy Scriptures, with such occasional observations as he may deem proper for the illustration of their meaning.

“Once in six weeks, the school is visited by a committee of the managers, whose duty it is to make a particular report of its condition after each visit, From the information thus received, and from the result of the semi-annual examination, at which a number of the managers were present, a degree of improvement appears to have been exhibited by the students, which is highly satisfactory and encouraging. A lively

interest in the pursuit of learning, as well as a disposition to unite with the superintendent and teachers in the preservation of order and wholesome discipline, and a desire to cultivate habits of decorum and self-respect, seem, with few exceptions, to prevail amongst the students; and if it is allowable to argue at all from so short an experience, there seems good reason to indulge the hope, that no serious difficulties will occur in the government of the school. Much of the success, indeed, which has hitherto attended the operations of the institution, is to be attributed to the watchful care of those who are entrusted with its immediate oversight, and to the influence of religious admonition and example, without which every effort to infuse into its inmates a spirit of mutual kindness and willing subordination will certainly be unavailing.

“Upon the whole, the managers are gratified in believing, that, if sufficiently aided by endowment and patronage, the institution affords the fairest promise of effecting those important purposes of education for which it was originally established. That it will ultimately receive abundant patronage, there seems no reason to doubt; for, although the number of students has hitherto not exceeded thirty, and although it is doubtful whether it will amount to fifty at the opening of the next term; yet it should be borne in mind how few are now prepared to enter even the lowest of the regular classes, and that, as most of the students will be likely to remain several years at the school, a moderate yearly accession may soon render it difficult to obtain entrance at all. Let it be remembered, also, that the country is now suffering under an unusual weight of pecuniary embarrassment, which must inevitably have an influence

unfavourable to the support of all expensive establishments. Moreover, the advantages which Haverford affords, in almost every view which education presents, are so decidedly superior to those of any other school within the precincts of our religious society, that few parents, it may reasonably be presumed, who can afford to send their sons there, will be willing to forego them. Nevertheless, it is indispensably requisite, for an efficient and harmonious operation of the system, and for a full developement of all its resources, that much more liberal endowment should be afforded to the institution than it has hitherto received.

“The capital stock has now been almost all paid in, and the managers have already been compelled to borrow nearly five thousand dollars; and a further sum of equal amount will be wanted almost immediately. As the association has heretofore been informed, the total expenditures, including a mortgage of \$6,700 on the farm, will amount to about \$62,000, whilst the total of our resources does not exceed \$45,000.

“The plan of separate chambers for each student has been found to be generally preferred.

“The school buildings, apparatus, library and furniture, are all insured against fire; the first perpetually, to the amount of fifteen thousand dollars, and the latter for seven years, to the amount of six thousand dollars. The new farm house is nearly finished; and the farm has been rented on the shares to Stephen Trimble, who resides upon it.

“The cabinet of natural history has been considerably enlarged by a number of donations, and, judging from the degree of liberality which has hitherto been

extended towards it, there is ground to expect that it will become an extensive and valuable museum.

"Philadelphia, 4th mo. 1834."

The committee appointed at the last meeting of the association to procure additional subscriptions to the stock, reported, that in consequence chiefly of the embarrassed condition of the country, they had not thought it expedient to make any effort for that purpose: and they were re-appointed, with some addition to their number.

The following members were then elected officers of the association for the ensuing year—viz.

Secretary—George Stewardson.

Treasurer—Benjamin H. Warder.

Managers—Thomas P. Cope, Samuel Bettle, John Paul, Isaac Davis, Henry Cope, Thos. Kimber, Isaac Collins, Thos. Evans, Samuel B. Morris, Bartholomew Wistar, Abraham L. Pennock, John G. Hoskins, Charles Yarnall, Thomas C. James, Samuel Parsons, Thos. Cock, Lindley Murray, Samuel F. Mott, William F. Mott, Jos. King Jr., Benjamin W. Ladd, George Williams, Edward Yarnall, Isaac S. Loyd.

The following report from the managers was read at a meeting of the association, held fifth month, 14th, 1835.

"The period of the last meeting of the association was one of peculiar anxiety on the part of the managers. The funds at their command were not only exhausted, but they were also deeply involved in debt. At the same time large expenditures remained to be made, as well for the completion of the improvements

which had been begun, as for the prosecution of others, which seemed necessary to fulfil the design of the institution, and to promote its ultimate success. The only practicable mode of relieving the association from its embarrassment, was to obtain a liberal amount of new subscriptions; and the time seemed singularly unpropitious for such an undertaking. Nevertheless, the attempt was made, and a degree of liberality has been manifested, which, whilst it has enabled the association to overcome existing difficulties, is likewise calculated to inspire the consoling confidence, that the cause of sound and enlightened education is deeply at heart with many of our fellow members, and that pecuniary considerations, at least, will not suffer it to languish in future. A large part of the new subscriptions has been paid in, and the remainder, exclusive of a donation of \$2,000, subject to the payment of interest at the rate of 6 per cent. per annum during the joint lives of the donor and his wife, will be sufficient to discharge all the debts, except the mortgage of \$6,700 on the farm. An inventory of all the property belonging to the association has lately been made, the total value of which is found to amount to \$66,429 51. The books have been posted up and balanced, from which it appears, that there has been a deficit, since the association commenced its operations, of \$5,112 28. Of this deficit, \$1,212 98 arises from interest, and \$1,238 79 from the estimated depreciation in the value of the furniture. The nett income of the farm to the present time, amounts to \$445 73. The whole deficit arising from the school department, including all charges for printing, &c. since the opening of the school, as well as the depreciation in the value of the furniture, and a proper

proportion of fire insurance, amounts to about \$3,500. This sum ought not to be considered large, when it is recollected that the school opened with only 21 scholars, and that it was not until it had been in operation for nearly a year, that the number amounted to fifty: whilst many of the expenses, particularly those incurred for salaries, were, necessarily, nearly as large in the beginning as they are at present. At the opening of the next term there will be at least 62 students; and from the experience of the last eighteen months, the managers feel warranted in expressing a decided opinion, that this number will be sufficient to meet the expenses of the school. Some alterations have lately been made in the interior of the school house, so as to adapt it for the reception of about 70 students; being as great a number as the present buildings can be made to accommodate conveniently. And, as a proper estimate of the advantages of the school appears to be gaining ground, it is not unlikely that it may soon be filled. But all these circumstances, however encouraging, should not induce us to neglect any favourable opportunity of increasing our funds: for the institution is still encumbered with debt, which it is highly desirable to be free from; and there are numerous deficiencies yet to be supplied, particularly in the library and philosophical apparatus. A more complete set of astronomical instruments, including a telescope of high magnifying power, should also be procured, whenever the means of the association will admit of it; and as an almost necessary consequence, an observatory, properly fitted up for astronomical purposes, should be erected at a convenient distance from the school house; in order, not only that observations of the heavenly bodies may be made

in so perfect and accurate a manner as to be serviceable to the cause of science, and promote the credit of the institution, but that the students may become familiar with the delicate operations of the practical astronomer, and thus be prepared themselves, to apply to many useful purposes, those sublime and beautiful principles which theory unfolds to them.

“It is also desirable, to furnish the school with a larger supply of water than can be derived from wells in the vicinity of the house; for which purpose a considerable sum of money will be required.

“Hitherto, the expenditures for books and philosophical instruments have, perhaps, been as liberal as the means of the association would permit; and the institution possesses a numerous collection of excellent and well selected apparatus, and works of literature and science, including a handsome museum of natural history. But it is of course important to render every part of the establishment as complete as possible; for, although the managers have always been anxious to assign the first place to moral and religious instruction, as being of far higher value than that which is merely scientific or literary, yet every reasonable facility should be afforded for the acquisition of the latter, not only on account of its own intrinsic importance, but that the institution may not suffer by comparison with others, whose advantages in many respects are far inferior.

“Up to the present period, the success of the school has been as great as the most sanguine of its founders could have anticipated; and the experience of the last half year has been peculiarly interesting and gratifying. Respect and affection towards the superintendent and teachers, kindness towards one another, a willing spirit

of subordination, close attention to their studies, and a general deportment, for the most part correct and exemplary, have characterized the students; and the influence of such habits and associations cannot fail of being felt with advantage in their future life.

“In consequence of the increase of students at the opening of the last term, it was thought necessary to separate the introductory school from the higher department, and to employ additional teachers to have the care of it; providing at the same time for its continued oversight, and frequent examination, by the principle teachers. Towards the close of the term, it was believed that considerable improvement might be made in its organization, and it was accordingly remodelled. By the new arrangements which have been adopted, the managers have no doubt, that much greater efficiency will be given to it, and that it will effect the intended object, of preparing students for admission into the higher classes, in a satisfactory manner.

“*Philadelphia, 5th mo. 6th, 1835.*”

At the same meeting, the following persons were elected officers of the association, for the ensuing year, viz :

Secretary—Abraham L. Pennock.

Treasurer—Benjamin H. Warder.

Managers—Samuel Bettle, Thomas P. Cope, John Paul, Isaac Davis, Henry Cope, Thos. Kimber, Isaac Collins, Thomas Evans, Bartholomew Wistar, Charles Yarnall, George Stewardson, Thos. C. James, George Williams, Edward Yarnall, Isaac S. Loyd, Josiah White, Chas. Evans, Samuel Hilles, Samuel Parsons,

Thos. Cock, Lindley Murray, Samuel F. Mott, William F. Mott, Joseph King, Jr.

The following extract from the proceedings of the managers, will show the views under which the Board proceeded to the discharge of its important duties, and the system of discipline and instruction adopted for the institution.

“At the first meeting of the managers, held first month, 1st, 1831, some time having been spent in the consideration of the magnitude and responsibility of the duties assumed by the association, of the motives in which it originated, and the principles on which it is founded, it was agreed to record on our minutes, as a guide to all our future proceedings—That the primary object in forming this association has been, the preservation of our young men, at one of the most exposed periods of life, by affording them the opportunity of a liberal education, in strict accordance with the doctrines and testimonies of our religious society, without subjecting them to the contaminating influence of mixed seminaries. As the cultivation of the mental faculties not only qualifies us for the better discharge of our relative and social duties, but, when they are happily brought under the influence of Divine Grace, increases our capacity for usefulness in the faithful fulfilment of our religious engagements—we are persuaded that the true interests of our children are to be advanced by the inculcation of sound learning, and by habits of strict discipline. Their guarded religious education having been always an object of great interest with the Society

of Friends, we are deeply solicitous, that these original and fundamental objects of the institution, may at all times be adhered to; and that the whole course of instruction, its discipline, and regulations, be in strict conformity with the doctrines and testimonies of our religious society."

At a meeting held fifth month, 14th, 1831, the following plan of discipline and instruction, was, after much deliberation, agreed upon.

"The officers of the institution shall be a Superintendent, with an adequate number of Teachers.

"At the opening of the school, there shall be at least three Teachers; to wit:

"A Teacher of Ancient Languages and Ancient Literature.

"A Teacher of English Literature, and Mental and Moral Philosophy.

"A Teacher of Mathematics and Natural Philosophy.

"Chemistry, Natural History, &c., shall be assigned to such of the instructors as may be found best qualified, until separate teachers be appointed for each.

"The Superintendent shall have charge of the government, order, and domestic economy of the family.

"The Superintendent and Teachers shall constitute a council for the determination of all questions relating to the instruction and discipline of the institution.

"The council shall keep minutes of their proceedings, which minutes shall, at all times, be open to the inspection of the Board of Managers, and their proceedings shall be subject to its revision.

“The students of this institution shall be carefully instructed in the fundamental doctrines of Christianity, as held by our religious society, and in the nature and ground of our Christian testimonies; and their deportment shall be required to be consistent therewith.

“The full course of instruction shall embrace a period of four years; and no student shall be admitted into the school for less than one year: the students shall be arranged according to their proficiency, into four classes, viz:

“The Third Junior Class.

“The Second Junior Class.

“The Junior Class.

“The Senior Class.

“There shall be two sessions in the year, and an examination of the students shall take place at the end of each.

“The full course of instruction shall include the Latin and Greek Languages, Ancient and English Literature, Mental and Moral Philosophy, Mathematics and Natural Philosophy.

“Students, previously to admission into the Third Junior Class, shall undergo an examination by the Teachers, in the following preparatory studies, to wit: English, Latin, and Greek Grammar, Geography, Algebra as far as simple equations, Latin as far as Cæsar, and the Gospel of John in the original Greek.

“For the accommodation of parents who cannot conveniently have their children instructed elsewhere in all the studies requisite for admission into the Third Junior Class, a preparatory class will be organized; in order that such children may have the opportunity of acquiring

the requisite attainments, with as little delay as practicable.”

In the tenth month, 1832, the Board, under an impression that some misconception prevailed as to the objects of the institution, and its course of instruction, appointed a committee to prepare an address to Friends, explanatory of its views on these subjects; and in the first month following, Daniel B. Smith, of that committee, reported an essay, which having been carefully examined, was finally adopted, and directed to be published—as an exposition of the sentiments of the managers on the subject of education in general, and the conduct of this institution in particular. That address is as follows:

“The buildings and arrangements for the school at Haverford being in such a state of forwardness as to promise an early completion, the managers think it due to those parents who may be looking to this institution for completing the education of their children, to state more fully than has yet been done, the views in which it originated.

“Many of the members of the religious Society of Friends, who are anxious to bestow a guarded and liberal education upon their children, and those connected with them, have long felt the disadvantages to which they are subjected in accomplishing this object. Upon looking round, and comparing sentiments, it was found that the number entertaining these views was very considerable. It was believed, that if an institution were once founded, which should carry out to the completion of the education, the plan so well begun in the Yearly

Meeting schools, of combining sound literary instruction with a strict guard over the morals and manners, and a careful seclusion from the temptations incident to mixed schools—it would be cordially approved by their fellow members. From the inquiries which were then made, it is believed that a greater number of Friends' children than can be accommodated in the buildings we have erected, are at this time receiving their education at colleges and academies, amidst associations which are calculated to lead them away from the simplicity of their profession, and often surrounded by examples of dissipation and extravagance, which no pious parent can witness without pain. The reason almost uniformly given by parents for thus exposing their offspring, has been, that there is no means of procuring a liberal education within the limits of the society.

“It was therefore agreed to try how far our friends were really interested in the subject, and an association was formed, and funds were raised for establishing a select boarding school for the higher branches of learning. The attempt was successful, and a site has been selected, which has given very general satisfaction for its healthiness, the beauty of the country, and its readiness of access. A spacious and convenient building has been erected, sufficient to accommodate upwards of sixty pupils, and arrangements are in forwardness, though not completed, for engaging competent and well qualified teachers. As it will be important to the managers to ascertain the number of pupils with which the school is to open, those parents and guardians who design to send their children to the institution, are requested to give information thereof, at as early a period as is convenient, to the Clerk of the Board of Man-

agers. The price of board and tuition will be \$200 per annum; and it is intended previously to opening the school, to publish an outline of the course of instruction, a list of the books requisite, and other detailed information, which would at the present time be premature.

“The managers are sensible, that, in an undertaking of such great responsibility, which will naturally be scrutinized with a watchful eye, it is due to the friends of the institution to state at greater length than would otherwise be requisite, the course of education which they have, after mature reflection, adopted, and the reasons which have influenced their judgment. In the first place, then, we do not aim so much to make brilliant scholars of our pupils, as to turn out well instructed, serious, reflecting, and useful men. The acquisition of knowledge, valuable for its own sake, is chiefly to be prized as the means by which incomparably more important objects—the cultivation of the mental powers, and the formation of correct principles and habits, are to be attained. Education, in this most comprehensive sense, is the business of life, commencing in infancy, and carried on, in rightly governed minds, to old age. That portion of it which devolves upon tutors, must, to be valuable, have reference to this great end of the formation of character, and must be modified in its details by the peculiar mental constitution of the individual, and his prospects in life.

“In laying the foundation of a good education, those parts of the multifarious mass of human knowledge must be selected, the study of which is most strengthening to the faculties, and the application most useful in the affairs of life. These have been decided by the experience of the most competent judges, to be the

abstract and natural sciences, and language. Each of these departments of study has its peculiar influence in the formation of the intellectual character, and each, when it is the only means employed, must partially, and therefore imperfectly, exercise the faculties. The study of the mathematical sciences, for example, is of very great value in its place. It forms the best means of invigorating the reasoning powers. The perfect precision of their terms, the absolute certainty of their proof, infuse into the mind that has been imbued with them, a calm confidence, in principles of the truth of which it is persuaded, that no sophistry can shake. The disadvantages of an exclusive study of the mathematics are, that its peculiar exercise of the faculties is not that which prepares for common life; that it deals in certainty, whereas men are compelled to act on probabilities; that its results all lie folded up in its own first principles, whereas the business of life is with an ever varying and often conflicting experience.

“The value of the natural sciences as a means of improving the mind, consists in the habits of observation, of discrimination, and of classification which they cultivate. They counteract the tendency of pure mathematics to abstract the mind from external objects. Yet as they relate only to these, their sphere must be admitted to be a subordinate one; for they may be successfully pursued without expanding or elevating the moral faculties.

“One of the most valuable and important departments of study is that of language. Our native tongue undoubtedly claims the preeminence in our regard. But there is always a portion of time advantageously to be spared from other studies, sufficient for acquiring a

competent knowledge of some foreign language. The exercise is in itself a most useful one. It trains the mind to that memory of words, an habitual accuracy in which is not only of vast importance in the business of life, but is closely connected with the practice of strict veracity. In this respect alone, there may not be much room for choice between the study of one language and another. But our own tongue, richer perhaps than any other in the spoils of every clime, cannot be fully mastered without a knowledge of the sources from which it is derived; and it is for this reason among others, that the languages of ancient Greece and Rome, the common stock of so many modern dialects, are to be preferred. Their peculiar structure admirably adapts them for illustrating the principles of the philosophy of language. They are the languages, moreover, of the *nations* which first cultivated letters with success, and there are from this circumstance a freshness and vigour, and originality in their compositions, which place these in the first rank of literary productions, a rank, which, from the fixed character of their language, they will probably continue to maintain.

“It is true that some of the writings of the heathens are tainted with the impurity of their superstition. But what language is there except that of the Old Testament, which is not liable to the same, or still stronger objections? What security, in short, have we from the poison of this kind, that is in every breath of the world we live in, but the inculcation of a better knowledge, and of higher principles of action? It must be remembered that these offensive books are to form no portion of the course of study in our school; for it is intended carefully to exclude them. The aim in teaching these

languages will be, to make the pupil thoroughly master of their structure by the careful study of a few well selected books. He will thus obtain all the benefit which the study confers as a course of mental discipline of peculiar value in the formation of the intellectual habits, and be prepared to extend his acquaintance with authors, as inclination or subsequent pursuits may lead.

“An important effect of the careful study of language, is its influence in establishing the use of clear and precise terms, which takes away one of the most fruitful sources of error and disputation. Of still higher value is its connexion with the philosophy, and with the history of the progress of the human mind. An education which should embrace all the physical sciences, and not include a knowledge of the phenomena of the mind, would be defective in all the higher objects of instruction. The laws of our intellectual nature are as permanent as those of the material world—they furnish as clear an evidence of Almighty wisdom—they constitute our real though unseen guides in the pursuit of all other sciences. A cautious spirit of inquiry has at length rescued this department of science from the reproach to which it was long subject, of vain and frivolous subtlety. It diffuses its light, by teaching the true method of philosophical inquiry, over all other branches of learning. It forms itself the basis of a large and most important part of our knowledge—that which relates to the sources of our intellectual pleasures, to our social and civil rights, and above all, that which treats of our moral obligations. This ethical department of the philosophy of mind, forms indeed its highest and noblest province, for we are not left in its examination to the

unassisted guidance of human reason, but we travel by the light which is shed upon it from Divine Revelation.

“Such, as it appears to us, is the just gradation of the studies requisite for completing the education, for invigorating the mental powers, and at the same time acquiring that due adjustment of their strength which is the characteristic of sound reason. When the pursuits of learning are thus brought to bear upon the great end of existence, the happiness and virtue of mankind, they do not serve merely to scatter flowers along the path of life—but they become the firm friends and supporters of religion and morality.

“It should not be objected that the course of study we have laid down, is suitable only as a preparation for the literary professions, and that it can be of little use to men in the more mechanical and laborious occupations. If its chief value consist in this, that it strengthens the faculties, forms habits of patient thought and steady perseverance, and establishes in the mind just methods of reasoning—these are of great value in every sphere of life; and although the studies during the pursuit of which they were acquired may be neglected or forgotten amidst the cares and duties of manhood, the mind will retain the impression which it has received, as soils will retain the marks of a fertilizing growth for years after it has mouldered away.

“It will be readily inferred, that entertaining these views of the subject, we shall not attempt to crowd into the course of study a great variety of miscellaneous learning. It is a mistaken idea that the extent of knowledge communicated in a school is a measure of its value; for the mere details of any science, however fresh and vivid at first, gradually fade from the recol-

lection, if they are not frequently re-examined ; and all that remains with us permanently are the general principles, and those particulars which have become associated in our mind with familiar objects or memorable occurrences. To be trained for severe mental labour and discipline is far better than to have the head filled with a mere collection of facts.

“ Yet, as every plan of education must be modified in a degree by the circumstances of individuals, we shall blend with these principal studies, the practical branches of education, which are of a more palpable and direct application to business. These will be pursued by the pupils in every stage of their progress, and the instruction will be accommodated as far as practicable to the circumstances of each child, the length of time for which he is entered, his previous studies, his capacity and disposition, and the wishes of parents in relation to his future occupations.

“ In an institution for the guarded, as well as liberal education of youth, members of the religious society of Friends, a conformity to the customs and peculiarities—the dress and address of the society, becomes a matter of course. In order that this compliance may not be an unwilling submission, the reasons for which it is required, and the connexion in which it stands with the highest principles of duty should be explained. The history of our society—the nature of our institutions and our peculiar testimonies, are, to say the least of them, as important to us, as the history and constitution of our common country, of which every well informed citizen would be ashamed to be thought ignorant.

“ But if it be thus important to make youth acquaint-

ed with those parts of the testimonies of the society which distinguish it as a separate people, it must be admitted to be equally so to instruct them in the common belief of the Christian world. The external evidences of the truth of revealed religion, are as proper a subject of investigation as any question in science. If true, they must be able to withstand, as they ever have done, the severest scrutiny. They form in fact, the most irresistible weight of proof which has ever been brought to bear upon any question of a moral nature. Not to make the youthful mind acquainted with the wonderful train of events, the prophecies and their fulfilment, the undesigned and almost miraculous proofs of the truth of holy writ by profane and infidel writers, the confirmation by natural and moral revolutions, which this investigation opens, is to shut out one of the noblest views which the Almighty has vouchsafed to us, of the course of his providence.

“Thus far, the understanding, and that only, is necessarily enlightened. The pupil may pass from study to study through the course we have marked out; all this knowledge may be received by him as mere knowledge, and the heart remain unwarmed by a single ray of true religion; for there is no necessary connexion between them. Although by careful cultivation the soil may be prepared by us to receive it, it is not, to use the expressive metaphor of holy writ, until the good seed of the kingdom has been sown by the heavenly husbandman, that the fruits of righteousness can appear.

“But what then? Shall we avoid communicating instruction—which, when it receives the Divine blessing, is of the most valuable kind—because it may fail

of this? Is it thus that Christian parents act towards their own offspring? Do they not rather the more anxiously inform and cultivate the youthful mind, praying and humbly trusting for Divine aid, seeking access to the fountain of life to qualify them for their labours, watching continually against the buddings of evil propensities, cautioning, reproving, exhorting, as strength is given them? And what is a properly qualified teacher but a delegated parent, to whom the child is committed, that he may be instructed in all these things that we have enumerated, and that his character may be formed after the Christian pattern as far as example and instruction will go?

“Not that we suppose any institution capable of moulding alike the character of every pupil. But we think we are bound to take the best means circumstances permit for improving the faculties and forming the intellectual character of our children; and if we inculcate as the great fundamental principle of all our instruction, that these studies contribute to the true honour and dignity of the character, only as this is submitted to the cross of Christ, we conceive that we place human learning in that entire subordination to Christian principle and to the influence of the Holy Spirit, which has ever been the aim of the religious society of Friends.

“Within our own times a remarkable change has taken place throughout the civilized world, in respect to the diffusion of knowledge. It is not merely that all classes are now taught the common rudiments of learning; but by a judicious selection of objects of study, by improved methods of instruction, and better elementary treatises than were formerly in use, a degree of solid

and useful learning is imparted to young men even in the ordinary walks of life, which has heretofore been limited almost exclusively to the rich. The knowledge which is thus becoming universal in the middling classes, is brought to bear upon the daily business of life, and has become essential to the successful cultivation of many of the manual arts. Such is the invariable tendency of improvements in society. That learning which a few centuries ago was confined to the wealthy, is now diffused throughout the mass of the community, and its light is continually augmenting and spreading. For knowledge is no longer a mere fountain at which a few may drink; it is spread abroad like the ocean, its waters may be said to be exhaling into the atmosphere; the common air is saturated with it, and we imbibe it, as it were, at every pore, and with every breath. The alternative is not in this age and in this country between a safe ignorance and a hazardous knowledge. It is between a safe knowledge and a hazardous ignorance. For however our education may be contracted, we cannot in our necessary intercourse with men, avoid receiving impressions of one kind or another from those who read and speculate; and the mind which is not well grounded in just principles, will be blown about by every wind of doctrine, and be peculiarly liable to be dazzled by the glitter of false learning. If then it be demonstrated, that without a proper cultivation the mind will run to waste, the only question that remains is, what method of instruction we shall pursue? If it were a question respecting the mode of tilling a field, or the shape of a mechanical tool, we should be answered, seek out and adopt the

best. Need we ask if the human mind is not of more value than a blade of grass, or a carpenter's hammer?

“In attempting as far as practicable to carry into effect their views of the paramount importance of religious care in the education of youth, the managers trust that they will be enabled to secure the services of a properly qualified Friend in the station of superintendent. It is their wish to place at the head of the institution, a Friend whose duty it shall be to devote himself to the charge of the pupils in the intervals of study—to watch over and mingle with them—to exercise over them the peculiar care which judicious and pious parents feel to be requisite. An intercourse of this kind will soften without weakening authority, and may be made the means of much seasonable instruction. This feature in our institution will, we trust, recommend it to the confidence of parents and to the affections of the pupils. By the aid of a mild but firm discipline, of competent teachers, and thorough instruction in every branch of study that is to be pursued, and of sedulous care and oversight on the part of its officers and managers, we hope that our institution may prove the means, under the Divine blessing, of imparting to the youth educated in it for generations to come, that ‘good instruction,’ which, in the language of the motto of William Penn, ‘is better than riches.’

“Philadelphia, 5th mo. 13, 1833.”

In the first month, 1834, the committee on instruction submitted a report to the managers, from which the following is an extract :

“The government, order, and harmony which pre-

vail in the school, are highly gratifying, and the conduct of the students on most occasions has been commendable. In the opening of such an institution, and the introduction of the regulations and restrictions necessary for its government, it was expected that some difficulties would be experienced, especially with such as had been subjected to little restraint at home. The committee, however, take pleasure in saying, that much less difficulty has arisen from this source than might have been calculated upon; which they attribute to the mild, judicious, and firm system of discipline pursued by our superintendent, aided by the teachers, and the watchful care which he exercises over the students during their relaxation from study. The infant state of the seminary, and the short period during which we have made the experiment, induce us to speak with modesty and caution as to its success; we are aware that considerable time must be allowed for the introduction and developement of a regular system of government and study, for training the pupils and familiarizing the teachers with the whole routine of their duties; yet we cannot withhold the expression of our belief, that although the present situation of the school demands the fostering care and persevering attention of the managers, yet it holds out the promise of becoming an institution eminently beneficial to our religious society. This must depend, in great measure, upon a strict adherence to the views which led to its establishment. It was not merely to furnish our youth with the opportunity of acquiring literary and scientific knowledge, but that religious instruction in the doctrines and testimonies of our society should be interwoven with the whole course of study, and made its

prominent and characteristic feature. The terms "religious and guarded education" have become somewhat technical among Friends, and embrace a broad and most important view of Christian instruction. To fulfill its requirements, it is not only necessary that the student should be made acquainted with the principles of Christianity as a system, but that they should have before them living practical illustrations of its benign influence in modifying and ennobling the human character. When such examples are carried out with dignity and consistency in the daily intercourse between the students and those who are placed as guardians over them, the direct tendency is to soften the harshness of the temper, to subdue the will, lower the tone of lofty independence which youth are too apt to assume, and bring the whole conduct under the government of religious feeling. This gradually diffuses itself throughout the institution, produces a cheerful acquiescence with a salutary code of discipline, carries through every department a gentleness and courtesy of demeanour; breathes a spirit of subordination and of ready submission to each other, and forms the strongest bulwark against the inroads of vice and irreligion."

The resignation of SAMUEL HILLES as Superintendent, was reluctantly accepted by the managers, to take effect at the close of this session, he was appointed Superintendent at the opening of the School, and remained in that station eighteen months; during which he discharged the responsible duties of the office to the entire satisfaction of the managers, and acquired the confidence and esteem of the pupils.

The vacancy thus made was filled by the appointment of JOHN GUMMERE.

OFFICERS OF THE INSTITUTION.

JOHN GUMMERE,
Superintendent and Teacher of Mathematics and Natural Philosophy.

SAMUEL GUMMERE,
Assistant Teacher of Mathematics and Natural Philosophy.

DANIEL B. SMITH,
Teacher of Moral Philosophy, English Literature, &c.

WILLIAM DENNIS,
Teacher of the Latin and Greek Languages, and Ancient Literature.

WILLIAM GUMMERE,
Assistant Teacher of the Latin and Greek Languages and Ancient Literature.

BENJAMIN H. DEACON,
Teacher of the Introductory School.

BENJAMIN F. HARDY,
Assistant Superintendent.

APPENDIX.

An Act to establish a Seminary by the name of "Haverford School Association."

WHEREAS, a number of individuals being desirous of establishing a seminary in which young men shall be instructed in the liberal arts and sciences, have associated together : *And whereas*, the establishment of such a seminary would tend to diffuse information, and promote the public good ;

Therefore,

SECTION 1. *Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same, That* Thomas P. Cope, Thomas C. James, Samuel Bettie, Isaac Davis, and Daniel B. Smith, and their associates and successors forever, be, and they are hereby created and made a body politic and corporate in deed and in law, by the name, style and title of "Haverford School Association," and by the same shall have perpetual succession, and are hereby made able and capable in law to have, purchase, receive, take, hold, possess, enjoy, and retain to them and their successors, lands, rents, tenements, hereditaments, stock, goods, chattels, and effects, of what kind, nature, quality, or condition soever, whether real or personal, by gift, grant, demise, bargain and sale, devise, bequest, testament, legacy, or by any other mode of conveyance or transfer whatever, (*Provided* the yearly income arising from the same and subject to the annual disposition of the said association, shall not exceed the sum of ten thousand dollars, money of the United States,) and the same to give, grant, bargain, sell, demise, convey, assure, transfer, alien, and dispose of to others for the whole or any less estate than they have in the same. And also to improve and augment the same, in such manner and form as the

said association by their by-laws and regulations shall order and direct, and shall and may apply the same, with the rents, issues and profits, income and interest of such estate, and the money arising from the sales or alienation of any part thereof, to the use, ends, intents, and purposes of their institution, according to the rules, orders, regulations, and constitution of the said association, as fully and effectually as any natural person, or body politic and corporate within this state, by the laws and constitution of the commonwealth can do and perform. And the said association, by the name, style and title aforesaid, shall and may sue and be sued, plead and be impleaded, answer and be answered, defend and be defended in all courts of law and equity within this commonwealth or elsewhere, and also to make, have, and use a common seal, and the same to break, alter, and renew at their pleasure, and also to ordain, establish, change, and put in execution such by-laws, ordinances, and regulations as to them shall seem meet, not being contrary to the laws and constitution of this commonwealth, and generally to do and execute all and singular the acts, matters and things which to the said corporation shall or may appertain. *Provided always*, that if the aforesaid association shall take or apply to the erection or support of their said school or association, or for any other purpose, any of the property, real or personal, which now is or heretofore has been held in trust for any religious society, then, in that case, their chartered privileges shall cease, determine, and revert to this commonwealth.

SECTION 2. *And be it further enacted by the authority aforesaid*, That the capital stock of the association shall consist of six hundred shares of one hundred dollars each, and the school may go into operation whenever the sum of forty thousand dollars is subscribed, and the stock shall be transferable in conformity with the rules and by-laws of the corporation. The association shall meet annually at such time and place as it may determine, and twenty members shall form a quorum for the transaction of business. Special meetings may be called by the managers at their discretion, and notice shall be given of all the meetings of the association, at least two weeks previous to the time at which they are to be held. The officers of the association shall be a secretary, a treasurer, and twenty-four managers, who shall be chosen by ballot from among the members at their annual meeting; but in case of failure to elect the officers at the stated time, those in office shall so continue until others are chosen. The secretary and treasurer shall be *ex officio*, members of the board of managers. The government and direction of the school, the appointment and employment of teachers and other officers concerned therewith, and the general management of the affairs

of the association shall be entrusted to the managers, who shall have power to enact such rules and regulations, not inconsistent with the by-laws and regulations of the association, as they shall deem meet and proper.

SECTION 3. *And be it further enacted by the authority aforesaid,* That the following named persons shall be officers of the said corporation, until the election provided for by this act, viz :—Secretary, Henry Cope ; Treasurer, Benjamin H. Warder ; Managers, Thomas P. Cope, Thomas C. James, Samuel Bettle, Isaac Davis, Isaac Collins, Thomas Kimber, Daniel B. Smith, John Paul, Thomas Evans, Samuel B. Morris, Abraham L. Pennock, Bartholomew Wistar, John Gummere, John G. Hoskins, George Stewardson, Charles Yarnall, Samuel Parsons, John Griscom, Thomas Cock, Samuel F. Mott, Lindley Murray, Gerard T. Hopkins, Joseph King Jr., Benjamin W. Ladd.

SECTION 4. *And be it further enacted by the authority aforesaid,* That no misnomer of the above corporation shall defeat or annul any gift, grant, devise, or bequest to or for the use of the said corporation : *Provided* the intent of the party or parties shall sufficiently appear on the face of the gift, grant, will, or writing, whereby any estate or other interest was intended to pass to the said corporation. *And provided further,* that if the corporation hereby created shall misuse or abuse the privileges hereby granted, this charter shall be null and void.

SAMUEL ANDERSON,

Speaker of the House of Representatives.

JESSE R BURDEN,

Speaker of the Senate.

Approved the fourth day of April, Anno Domini, eighteen hundred and thirty-three.

GEORGE WOLF.

Secretary's Office, Harrisburg, April 9, 1833.

This is to certify, that the foregoing is a true copy of the original law on file in this office.

Witness my hand and seal.

JAMES TRIMBLE, *Deputy Secretary.*

Fundamental Rules of the Association.

RULE 1. The members of the association shall all be members of the religious society of Friends.

RULE 2. A person holding one share of stock, and less than three shares, shall be entitled to one vote at the meetings of the association ; a person holding three shares, and less than five shares, shall be entitled to two votes ; a person holding five shares, and less than ten shares, shall be entitled to three votes ; a person holding ten shares, and less than twenty shares, shall be entitled to four votes ; and a person holding twenty shares and upwards, shall be entitled to five votes ; and the votes of members may be given either in person or by proxy. *Provided always*, That no person holding stock shall be entitled to attend the meetings of the association, to vote by proxy, or otherwise to participate in the management or direction of the institution, unless he or she be at the time a member of the religious society of Friends.

RULE 3. Every student admitted into this institution shall be a member of the religious society of Friends, or the son of a member of that society.

RULE 4. The stock of the association shall be transferred to members of the religious society of Friends only.

By-Laws adopted at a meeting of the Association held Sixth Month 3d, 1833.

OF THE MEETINGS.

The annual meetings of the Association shall be held in Philadelphia on the second Second day of the Fifth month, at four o'clock, P. M.

OF THE SECRETARY.

The secretary shall keep fair and regular minutes of all the proceedings of the Association in a book to be provided for that purpose. He shall notify all committees of their appointment, and give due notice of the meetings of the Association.

OF THE TREASURER.

The treasurer shall receive and keep in trust all the monies and the title-deeds and papers relating to the estate and other property belonging

to the Association. He shall deposit the monies received by him on account of the Association in its name in one of the banks in the city of Philadelphia, and pay all orders by checks thereon, and shall keep the accounts in a separate set of books provided for the purpose.

He shall keep a stock-leger, in which he shall enter the name of each stockholder, with the number and amount of shares held: and also a transfer book, from which he shall regularly carry to said leger all the transactions on said transfer book.

OF ORDERS.

All orders upon the treasurer shall be signed by the Secretary of the Association or of the Board of Managers, as the case may require.

OF THE MANAGERS.

The Managers shall meet at least once in every month, and nine of their number shall be a quorum to transact business. They shall keep fair minutes of their proceedings, and shall present an account thereof, and of the state of the institution, to the Association, at its annual meetings.

All certificates of stock shall be signed by the Secretary and Treasurer of the Association, and the names of the persons to whom the stock is to be issued, shall be approved by the Board of Managers.

OF ALTERATIONS.

No change shall be made in these By-Laws except at an annual meeting of the Association.

By-Laws for the government of the Board of Managers.

OF MEETINGS.

Stated meetings of the managers shall be held on the last Seventh day of each month at such place as shall from time to time be agreed upon.

OF THE SECRETARY.

At their first meeting, annually, or as soon after as may be, the managers shall appoint a secretary, whose duty it shall be to notify the members of all the meetings of the Board, to keep fair minutes of the proceedings, and sign all orders which the managers shall direct to be drawn upon the treasurer.

OF STANDING COMMITTEES.

The following Standing Committees shall be appointed by the Managers.

1. *A committee on Instruction*, who shall have charge of all matters relating to the course of instruction and the discipline of the institution, and shall from time to time recommend to the Board such modifications of either as they shall deem expedient.

2. *A committee on Property*, who shall have the care of the real estate belonging to the Association, and shall make, under the direction of the Managers, all contracts for the improvement or leasing of the same.

3. *A committee on Books and Apparatus*, who shall have charge of the library, cabinet, and philosophical apparatus, and shall submit to the Managers suggestions for the increase and preservation of the same, as they may deem proper.

4. *A committee on Finance and Economy*, whose duty it shall be to assist the Superintendent in his purchases and expenditures, and generally to attend to the financial arrangements, so as to promote systematic and economical disbursements in all the concerns relating to the institution.

OF REPORTS.

At each stated meeting of the Board, the Standing Committees shall be called over, and report made of their proceedings, if any, during the past month. And annually, at the meeting in the Third month, each committee shall make a report in writing, exhibiting a summary of its transactions, and as far as may be practicable, the present state of the concern under its care.

OF BILLS.

Bills presented to the Board shall be examined and attested by the committee by whom the expenditure was directed.

Circular.—Haverford School.

This institution was founded by an association of Friends, and opened in the Tenth month, 1833. "Its object is to combine sound and liberal instruction in literature and science, with a religious care over the morals and manners, thus affording to the youth of our society an opportunity of acquiring an education equal in all respects to that which can be ob-

tained at colleges, without exposure to those associations which are apt to lead them away from the simplicity of our religious profession." The results have thus far been highly satisfactory. Under the immediate government of Friends of distinguished ability and experience, incited to the full discharge of their arduous duties by an ardent desire for the successful prosecution of the undertaking, the institution has, it is believed, achieved the object of its founders. More students having presented themselves than were originally calculated on, the managers, believing that the School offers to Friends an opportunity for the liberal and religious education of their children, which has long been wanted, and being desirous of still farther extending its usefulness, have made provision for the accommodation of an additional number. The following information is submitted for the government of parents who may propose to avail themselves of its benefits:—

The school is situated in Haverford township, Delaware county, in a pleasant and remarkably healthy neighbourhood, about eight miles from Philadelphia, and is easy of access, by the Columbia rail-road, and otherwise. Friends of Radnor Monthly Meeting, have erected a new meeting-house, within a few hundred yards of the school. The school-house stands upon elevated ground, commanding a fine prospect, and contains very superior accommodations for the students, each of whom has a chamber to himself. But whilst great attention has been paid to neatness and comfort, useless ornament and extravagant expenditure have been studiously avoided. For as it is the anxious desire of the Managers that the students should be brought up in that plainness and simplicity, which are alone consistent with the religious profession of Friends, so they have been careful to guard the establishment from the appearance of ostentation or luxury.

Instruction in the principles and testimonies of Friends is believed to be of primary importance, and forms part of the regular duty of the Superintendent and one or more of the teachers. A full course of instruction will occupy a period of four years, and the students are arranged, according to their acquirements, in one of four classes, viz: the Third Junior, Second Junior, Junior, or Senior. There are two sessions in the year; the winter session of six months, commencing on the second Fourth day in the Tenth month, and the summer session of four months, commencing on the second Fourth day in the Fifth month. An examination of all the students will take place at the end of each, preparatory to a new classification for the ensuing session. The course of study embraces the Greek and Latin Languages, Antiquities, Ancient and Modern Literature, History, Composition, Logic, Rhetoric, Criticism, Mathema-

tics, Natural Philosophy, Chemistry, Botany, Physiology, Intellectual and Moral Philosophy, Political Economy, and the Evidences of Natural and Revealed Religion. The qualifications for admission into the Third Junior Class, are English, Latin and Greek Grammar, Geography, Algebra as far as Simple Equations, Latin as far as Cæsar, and the Gospel of John in the original Greek. But as many parents may be inclined to avail themselves of the advantages which Haverford affords, whose children have not made the requisite progress in all these studies, an Introductory School has been formed, under the care of separate teachers, in which Reading, Writing, Arithmetic, Geography, Algebra, Grammar, and the elements of the Greek and Latin Languages are taught.

Sensible of the importance of this Introductory Department, as that in which habits of attention are to be formed, and the foundation laid for the acquisition of sound learning, the Managers, with the aid of the council of Teachers, have recently re-organized it, and believe that it may be safely recommended to parents; the course of instruction being adapted to the future studies of the pupil, and the whole being subject to the frequent revision of the teachers in the higher departments.

The school possesses a valuable library, cabinet of minerals, and other objects of natural history, and a copious collection of philosophical and chemical apparatus, for the purpose of illustrating by experiment the lectures upon the physical sciences. The terms for board and tuition, including washing, are Two Hundred Dollars per annum, payable as follows, viz:—\$60 at the commencement, and \$60 at the middle of the winter term; and \$80 payable at the opening of the summer term. The Text Books which may be required will be furnished by the superintendent at wholesale prices. It is particularly desirable that parents who propose to send their sons to the School, should be prepared to do so at the opening of the terms; as admissions at a later period have been attended with considerable disadvantage not only to the institution, but to the students themselves. For further information, application may be made to John Gummere, Superintendent, at the school, or to the undersigned, No. 39 Market street, Philadelphia.

By direction and on behalf of the Managers.

CHARLES YARNALL, *Secretary.*

Fourth Month, 1835.

The following Minutes of the Managers are subjoined for the further guidance of parents and guardians.

“The supplies to the students being ample, it is believed that neither their comfort nor the reputation of the institution will be promoted by

placing money in their hands, and it is earnestly recommended to parents and others, who send students to the school, to place such sums as they may think it expedient to furnish them with for clothing, &c. in the hands of the Superintendent, to be dispensed to them at his discretion."

"As the object of this school is to afford an education to the youth of our Religious Society, consistent with its principles, the Superintendent and Teachers should have this important concern mainly in view, and by example and precept encourage the scholars to plainness in dress and address, and endeavour to instil into their minds a love and esteem for our doctrines and testimonies. The students are required to dress consistently with the simplicity of our profession, and as deviations in this respect have been apparent, either from misapprehension or other cause, it seems necessary to be more explicit; it will therefore be expected hereafter of any student admitted into this institution, that his body-coat, round-jacket, and waistcoat, shall be single-breasted, and without lappels or falling collars, and where any of these are figured, they shall be of patterns consistent with the plainness required in the other parts of the dress—the students to wear hats—caps being excluded.

Rules of Haverford School.

I.

The Students will be expected at all times to keep within the enclosures around the School Building, except when they may have express liberty from the Superintendent to pass beyond them.

II.

When a Student obtains liberty to extend his walk beyond the prescribed limits, it is to be distinctly understood that he is not to enter or even to go to any house whatever, unless he shall have, at the same time, obtained permission from the Superintendent for that purpose.

III.

Ample space being appropriated in other parts of the building for the use of the Students, they are required to avoid going into the kitchen, and such other parts as would be attended with inconvenience to those engaged in the domestic concerns of the family.

IV.

In the interval of School Hours, after the close of the forenoon School, the Students will have the liberty of free access to their respective chambers, provided that they shall preserve them in a decent state—that no student shall pass into any other chamber than his own, and that at all times, whether in the day or night, when the Students are in their chambers or the adjacent passage, they shall avoid all unnecessary conversation with each other, and conduct themselves in a quiet manner, so as to meet the approbation of the Superintendent.

V.

The Students will be expected to be affable and courteous in their intercourse with each other, and with all those with whom they have connexion—to conform in all their deportment to strict decorum—to use the plain language, to avoid cutting their names, or otherwise defacing or wasting either their own property or that of each other, or of the institution; and in general to abstain from any act which, in their judgment, would not be likely to be sanctioned by those under whose care they are placed.

VI.

The practice of smoking and chewing tobacco is to be altogether avoided by the Students.

VII.

No periodical publications except “The Friend,” are to be brought to the School for the use of the Students, nor any books excepting School Books, which shall be subject to the approval of the Council. The Council shall also have charge of the Library, and regulate the distribution of books to the Students.

General Statement of the Accounts of Haverford School Association—Fourth Month 27th, 1835.

Dr.

To Farm, viz.—Cost of Land,	\$17,676	62	
Farm buildings and permanent improvements,	- -	6,414	88
			<hr/> \$24,091 50
To School House and Grounds, viz :—School buildings, palisade fence, bathing establishment, &c.	- - - -	26,665	65
To Furniture, at cost, less 15 per cent.	-	7,019	82
To Library and Apparatus,	- - -	4,968	44
To Farm stock, provisions, fuel, stationary, &c. on hand, per inventory,	- -	1,428	88
To Deficit,	- - - -	5,112	28
To Balance, viz :—Cash in the hands of Treasurer and Superintendent, including a small amount due to the institution,		2,255	22
			<hr/> \$71,541 79

Cr.

By Capital Stock, amount paid in,	- -	\$54,001	92
By Donations,	- - - -	3,339	87
By Loans, including Mortgage on Farm,	-	14,200	00
			<hr/> \$71,541 79

MEMORANDUM.

The subscriptions not yet paid to the Treasurer amount to about \$9,000.

Catalogue of the Students who have entered Haverford School, from its opening to the commencement of the Summer Session, Fifth Month 12th, 1835, in the order of their admission.

1. B. Wyatt Wistar,	from	Philadelphia.
2. Henry H. Collins,	"	do.
3. Alfred Collins,	"	do.

4. Owen Jones,	from	Philadelphia.
5. John Smith Haines,	"	Germantown, Pa.
6. Jos. Liddon Pennock,	"	Philadelphia.
7. Dillwyn Smith,	"	Burlington, N. J.
8. William Yarnall,	"	Philadelphia.
9. Daniel Offley Sharpless,	"	do.
10. Samuel Parsons, Jr.	"	Flushing, New York.
11. Charles L. Sharpless,	"	Philadelphia.
12. William Gummere,	"	Burlington, N. J.
13. James F. Morgan,	"	Cincinnati, Ohio.
14. William Hilles,	"	Wilmington, Del.
15. Benjamin R. Smith,	"	Philadelphia.
16. Clarkson Shepperd,	"	Greenwich, N. J.
17. Joseph Walton,	"	Philadelphia.
18. Francis T. King,	"	Baltimore.
19. Robert Canby,	"	Brandywine, Delaware.
20. Edward Tatnall,	"	do.
21. Dickinson Logan,	"	near Philadelphia.
22. Lindley Murray, Jr.	"	New York.
23. John Collins,	"	Burlington, N. J.
24. John H. Lewis,	"	Delaware.
25. Arthur H. Howell,	"	Philadelphia.
26. Jonathan Barnes,	"	do.
27. William A. Brown,	"	do.
28. Samuel Mott,	"	New York.
29. Richard Wistar Davis,	"	Philadelphia.
30. Benjamin W. Jones,	"	do.
31. Samuel H. Jones,	"	do.
32. John Hunn,	"	Delaware.
33. Thomas Greaves,	"	Philadelphia.
34. Cyrus Mendenhall,	"	Beaver county, Pa.
35. Benjamin F. Hardy,	"	do.
36. Caleb H. Needles,	"	Philadelphia.
37. Robert B. Parsons,	"	Flushing, New York.
38. Joseph K. Howell,	"	Philadelphia.
39. Arthur W. Howell,	"	do.
40. John Bowne,	"	Rahway, New Jersey.
41. David Colden Murray,	"	New York.
42. William F. Mott, Jr.	"	New York.
43. Isaac Clapp,	"	do.
44. William R. Thurston,	"	do.

45. Robert Bowne,	from	New York.
46. Thomas A. Collins,	"	Burlington, N. J.
47. Jonathan Fell,	"	Philadelphia.
48. George Shotwell,	"	Flushing, N. Y.
49. Edward Hacker,	"	Philadelphia.
50. Henry Hacker,	"	do.
51. Barclay Arney Smith,	"	do.
52. John Elliott, Jr.	"	do.
53. Thos. C. Cowperthwait,	"	do.
54. Edwin Cowperthwait,	"	do.
55. William W. Howell,	"	do.
56. James S. Lippincott,	"	do.
57. Thomas F. Cock,	"	New York.
58. David S. Burson,	"	Stroudsburg, Pa.
59. William H. Trotter,	"	Philadelphia.
60. Samuel Hulme,	"	Bucks county, Pa.
61. Benjamin Collins, Jr.	"	New York.
62. Thomas Estlack,	"	Philadelphia.
63. William Parsons,	"	New York.
64. Henry Everingham,	"	do.
65. William Longstreth,	"	Philadelphia.
66. Henry John Johnson,	"	Germantown, Pa.
67. Charles P. Leggett,	"	New York.
68. Isaac S. Serrill,	"	Philadelphia.
69. John D. Richardson,	"	Bucks county, Pa.
70. Joshua Morris,	"	Philadelphia.
71. Stephen Hinsdale,	"	New York.
72. Lindley Fisher,	"	Philadelphia county.
73. Charles William Fisher,	"	do.
74. William Birdsall, Jr.	"	New York.
75. Thomas W. Birdsall,	"	do.
76. Francis Cope,	"	Philadelphia.
77. Thomas P. Cope, Jr.	"	do.
78. Benjamin H. Franklin,	"	New York.
79. George W. Underhill,	"	do.
80. Marmaduke W. Allen,	"	Bucks county, Pa.
81. Thomas Redman, Jr.	"	Haddonfield, N. J.
82. Charles Foster,	"	Philadelphia.
83. James Carey,	"	Baltimore.

Form of a Legacy.

I give and bequeath, (if personal,)—devise, (if real,) to “Haverford School Association, the sum of
(or, if real estate, describe it,)
to have and to hold, to them, their successors and assigns, to the use of
the said “Haverford School Association,” their successors and assigns.

Annuities.

The following mode of obtaining contributions by annuities, not much known amongst us, but familiar to Friends in England, will probably be convenient to persons who are desirous of adding to the funds and increasing the usefulness of *Haverford School*—but who may not incline to make any considerable donations during their lives, viz :

On paying any sum of money to the Treasurer of Haverford School Association, an obligation to be given to pay an interest of six per cent. thereon, annually, to the annuitant: at whose decease the interest money ceases, and the principal sum remains the property of the association.

Stephen M. Trimble, who has charge of the farm, and occupies a large house, is prepared to accommodate parents, guardians, and other visitors, with board and lodging.

LIST OF THE STOCKHOLDERS OF HAVERFORD SCHOOL
ASSOCIATION.

A.
Ashbridge, George G.
Allinson, Wm. J.

B.
Bettle, Samuel
Bettle, Edward, Estate of
Brown, Jeremiah
Brown, Goold
Birdsall, William
Browne, Elisha N.
Bacon, Thomas
Bettle, Samuel, Jr.
Bettle, William

C.
Cope, Thomas P.
Collins, Isaac
Cope, Henry
Clark, Mary
Clark, Jane
Cock, Thomas
Collins, Benjamin S.
Cope, Israel
Cope, Jasper
Clapp, John
Cobb, Daniel
Cooper, John
Cope, Alfred
Cresson, Sarah E.
Crew, Henry
Cox, John
Collins, Thomas
Cowperthwait, Edwin
Cowperthwait, Thomas C.

D.
Dickinson, Sally Norris
Davis, Isaac
Dallam, William
Day, Mahlon

E.
Elliott, John
Evans, Thomas
Ellis, Benjamin, Estate of
Ellis, Charles

Evans, Charles

F.
Ferris, John H.

G.
Guest, E. & A. (Estate of)
Gummere, John
Garrigues, Edward B.
Garrigues, Isaac B.
Garrigues, Haydock
Greaves, James R.
Garrett, Philip
Griscom, John
Gummere, Samuel R.

H.
Hilles, Samuel
Harvey, Isaac Jr.
Hinsdale, Henry
Hacker, Isaiah
Hacker, Jeremiah
Hilyard, Abraham
Howland, Humphrey
Hunt, Uriah
Hallowell, John
Haviland, Edmund
Hodgson, William Jr.
Hopkins, Gerard T. (Estate of)
Hoskins, John G.
Howell, Joseph
Haines, Jane B.
Haines, Guardians of children of
Reuben

J.
Jones, Benjamin
James, Thomas C.

K.
Kimber, Thomas
King, Joseph Jr.
King, W. W.

L.
Loyd, Isaac S.
Ladd, Benjamin W.

Lukens, Solomon
Lawrence, Henry H.
Lownes, Hannah
Livezey, Jane

M.

Mott, Samuel F.
Mifflin, Ann
Morris, Samuel B.
Mott, William F.
Murray, Robert J.
Murray, Lindley
Murray, Catharine (Estate of)
M'Vaugh, Mayberry
Matthews & Hopkins,

N.

Nicholson Lindsey

P.

Paul, John
Parsons, Samuel
Pennock, Abraham L.
Popplein, Nicholas
Perkins, B. D. (Estate of)
Perot, Elliston, Estate of
Paul, John Jr., Estate of
Price, Thomas C., Estate of
Parke, Hannah
Pearsall, Robert

R.

Randolph, George F.
Richardson, John
Roberts, Elizabeth
Roberts, John
Rhoads, Samuel Jr.

S.

Sharpless, Blakey
Sharpless, Townsend
Smith, Thomas
Smith, Daniel B.
Stewardson, George
Shipley, Thomas
Smith, George R.
Smith, Susan R.

Street, John
Stroud, Daniel
Smith, Caleb R.
Serrill, Pearson
Smith, Robert
Scattergood, Joseph

T.

Taylor, Benjamin
Thomas, Jonathan
Taylor, Jonathan, Estate of
Townsend, Joseph
Trotter, Nathan
Trotter, Joseph
Thomas, Robert

U.

Underhill, Joshua S.
Underhill, Walter
Underhill, George

V.

Valentine, Benjamin E.

W.

Warder, Benjamin H.
Williams, George
Wistar, Bartholomew
White, Josiah
Wood, Richard D.
Wood, Samuel & Sons
Willis, John R.
Welding, Ely
Williams, George G.
Willis, Alfred
Willis, William Henry
Wood, Charles S.
Wood, John
Wood, George
Willits, Jeremiah
Wood, David C.

Y.

Yarnall, Edward
Yarnall, Charles
Yarnall, Benjamin H.

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